DOCUMENT RESUME

ED 195 734 CE 027 297

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TITLE Cooking and Nutrition Basics. An Instructors Guide for Teaching Cooking Skills and Basic Nutrition to the Chronically Mentally Ill Who Are Being Trained for Independent Living.
INSTITUTION Jefferson County Extension Service, Golden, Colo.: Jefferson County Mental Health Center, Golden, Colo.
SPONS AGENCY Colorado State Dept. of Education, Denver. Div. of Adult Education.
PUB DATE Aug 80
NOTE 63p.: Colored pages may not reproduce clearly.

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Adult Vocational Education; Classroom Techniques; Community Programs; *Cooking Instruction; Daily Living Skills; *Deinstitutionalization (of Disabled); *Home Economics Skills; *Mental Disorders; *Normalization (Handicapped); *Nutrition Instruction; Objectives; Postsecondary Education; Residential Programs; Secondary Education; Teaching Guides; Teaching Methods; Vocational Education

ABSTRACT

Designed for those with teaching skills as well as those without and for those with backgrounds in nutrition and those without, this handbook provides information on how to organize and conduct nutrition education and cooking training for the chronically mentally ill. The first section describes the pilot program which developed the handbook, including setting, client characteristics, general discussion of lessons and educational methods, program costs, evaluation, and sources of informational materials. Listings of kitchen equipment for transitional living apartments and basic equipment for each class are provided. The second and major section presents some of the materials used in the six lessons of the program. (Sources for other materials are suggested.) Each lesson contains descriptions of the goals and tools (equipment and ingredients); lesson content described in steps, activities, menu and/or recipes; and discussion notes. Lesson titles include (1) Good Morning Breakfasts, (2) A Bunch of Lunch, (3) Easy Oven Cooking, (4) Thatsa Lotsa Pasta, (5) Shopping Made Easy, and (6) It's Your Choice. Additional recipes are appended. (YLB)

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COOKING AND NUTRITION BASICS

An instructors guide for teaching cooking skills and basic nutrition to the chronically mentally ill who are being trained for independent living.

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CSU Jefferson County Extension Service
15200 West Sixth Avenue
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in cooperation with

Jefferson County Mental Health Center

August, 1980

Funded by an Adult Basic Education grant from the Colorado Department of Education.

CE 027 297

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Introduction

In October 1978, the Mental Health Center in Jefferson County, Colorado, established a Community Support Program to meet the needs of the chronically mentally ill. The program's purpose is to provide skill training for more effective integration of clients into the community, to reduce institutionalization and to improve the quality of life.

The Community Support Program has three components: residential care, supportive therapy and pre-vocational training. The residential component is a graduated step system to independent living. It begins with placement in a crisis unit where the client's expectations and responsibilities for daily living needs are minimal, and is followed by a move to one of nine apartments where clients are expected to cooperatively meet their own daily needs with minimal supervision from the Mental Health Center staff. To prepare clients for independent living, the pre-vocational program provides training for social and daily living skills. One of the most critical areas of concern is the ability of clients to care for their own nutritional needs. However, because of a lack of resources, there has been limited instruction in this area.

Through an Adult Basic Education grant from the Colorado Department of Education, the Colorado State University Extension Service in Jefferson County conducted a nine-month pilot program to teach basic cooking, nutritious meal planning and grocery buying skills needed to survive in an independent living situation.

This handbook, a guideline for offering such a program in other community-based training programs, was developed as part of the project. It discusses the objectives, costs and educational methods for working with this special group. Menus, recipes and nutrition and food buying information that can be utilized in the training sessions are included.

Designed for those with teaching skills as well as those without and for those with backgrounds in nutrition and those without, the handbook provides information on how to organize and conduct nutrition education and cooking training for the chronically mentally ill. The information has been tested with many groups from the Jefferson County Mental Health Center's Community Support Program.

The pilot program was directed by home economist Lavone Barngrover with support from CSU Jefferson County Extension home economist Mary Ann Stephenson. Many other individuals contributed significantly to the project: Careth Lebsack and Sherry Egbert, domestics teachers with the Jefferson County Mental Health Center's Community Support Program; Dave Babak, former director of the JCMHC Community Support Program; Liz Schlesinger, JCMHC librarian who researched information related to the project; Glenna Chapman, who outlined a cooking program at the Living Skills Center at Fort Logan Mental Health Center; Rita Drieth, home living specialist at the Adams County Work Activity Center, who suggested teaching skills; and Betsy Blumenschein of the Public Service Company of Colorado, who suggested easily-prepared recipes and menus.

Copies of this report will remain on file with the Colorado Department of Education, 201 East Colfax, Denver, Colorado 80203.

THE PROGRAM

The overall goal of the pilot program was to teach chronically mentally ill adults survival skills that would enable them to function independently rather than in an institution. In order to meet this goal, several objectives were determined:

- To create or re-create an interest in food and eating;
- To teach simple cooking skills;
- To introduce or reinforce the concept of eating a meal rather than just "grabbing something to eat";
- To help clients make the association between food and healthy bodies;
- To provide the opportunity for successful preparation and enjoyment of meals;
- To increase the mental health staff's awareness of the importance of properly equipped kitchens for transitional living apartments and the importance of cooking skills training and nutrition education for the clients.

The Setting

Classes were arranged with four to six clients who were living in Transitional Living Apartments (TLAs), living in their own apartments or who were living at home. For the class to be manageable and for students to gain full benefit from the experience, it is important that classes be limited to six clients. If there are too many students, the conditions are confusing and frustrating, and the ability of mental health clients to cope with frustration is low.

The location for the classes is also important. There are advantages and disadvantages to being located in a central kitchen facility as well as being located in an apartment kitchen. While the apartment may be more crowded, group members exhibited a sense of pride in having the class in their apartments. A large kitchen at the Mental Health Center offered more space, but it also allowed for interruption by clients who were not class members. At the same time, when classes were held at the Center kitchen, other clients developed an interest in the class.

Establishing the class as a "special" program was also helpful in creating interest. When clients became eligible for the program, it indicated personal achievement in the graduated independent living program.

The Clients

For those who have never worked with the chronically mentally ill and who are contemplating teaching a similar nutrition and cooking class, it is very important to understand some of the characteristics of these students. Mental illness is not synonymous with mental retardation. The clients are intelligent people who will respond according to the instructor's expectations. If they perceive the instructor believes they can accomplish a task, they will succeed more easily.

Due to medication, the degree of alertness of the clients may vary from day to day. On some days, clients require more individual attention. And, like all students, some clients work well with others on cooperative

tasks while others do not. Since teaching cooperation was not a goal of this project, clients were not pushed into working with one another. Instead, those who worked better alone -- and therefore learned better in that environment -- were assigned individual responsibilities.

It is very important in the classes for each person to have something to do. Many students commented they liked the class because everyone was busy.

A sense of completion also is important. Therefore, only tasks that could be completed in a short time frame were utilized. Just as students in a class on clothing might be taught to sew on a button rather than to make a shirt, clients in the cooking class should be given tasks that they can see to completion within a class period. This helps clients build self-confidence by experiencing the immediate success of preparing food that is edible -- and, yes, even enjoyable! Many don't realize they have the capability.

The Lessons

The six class sessions, which were conducted three times a week for two weeks, were each two and a half to three hours long. This allowed enough time for the "hands-on" experience of preparing a meal as well as time for demonstrations, discussion and brief lectures.

Since teaching the concept of a meal pattern was a program objective, each class was designed around preparing a complete meal. The menus included the Basic Four Food Groups, were simple to understand, economical, took a minimum amount of preparation time and included a variety of cooking skills. The same set of menus were used for six weeks for testing with three

different groups of students.

Only "fool-proof" recipes were used in the classes. That is, regardless of how they were mixed, they would be edible. For example, if foods were combined in the wrong sequence, the finished product was not a failure. All of the tested, "fool-proof" recipes used in the classes are included in the final section of this handbook. If other recipes are utilized in the class, it's important to test them first. If a recipe sounds complicated, consider it too difficult. To make the recipes used in the class easier to follow -- and, therefore, less frustrating, steps were numbered instead of written in paragraph form. Later, once the clients have mastered the cooking skills, the paragraph will not be as difficult to follow.

The intent of the class, however, was not to give clients recipes, but rather to teach them the skills to prepare any recipe. To do this, the two basic skills necessary for cooking -- the ability to read a recipe and the ability to measure -- were taught in the first lesson. More advanced skills, such as chopping and kneading, were taught in later sessions.

By design, each recipe requires several preparation steps for learning various cooking skills. Students were taught how mixes and convenience foods could be used in each lesson for time savings, but the "scratch" recipe was used in class for more hands-on practicing of cooking skills.

To encourage the learning of different skills and the preparation of different dishes, clients were assigned responsibilities in the first lesson. If clients were willing to try preparing different kinds of

foods, they selected their own responsibility. Some of the clients were very reluctant to participate in food preparation at first. They were helped with their task in the beginning and, in most cases, were able to finish the task and very pleased with their efforts. If a client made a mistake, it was called to their attention immediately, they were helped and were assured the food would be something that could be eaten. If a client was unable or refused to complete a job, they were given a simpler one, such as setting the table or cleaning up the work areas. It was important the everyone participate in some way. Turns also were taken in the cleanup so that everyone had the "learning experience" of washing pots and pans.

Whenever possible, the meal prepared in the lesson was served family style so the table could be set properly and good table manners could be practiced. In Lesson #5, a buffet line sometimes was formed for another learning experience. It was important for the instructor to eat the meal with the clients, assuring them of trust in their cooking ability and providing additional opportunity to participate more fully with the class.

Mealtime provided the excellent opportunity for discussing food, its nutritional value, whether it was liked and changes that might be made. Class discussions could be carried on more informally at the table than in a lecturing environment. Whether at the table or in a classroom setting, it was advisable to keep the discussion related to food and to particularly avoid discussions of religion, politics and personal problems.

Program Costs

Groceries for the six-lesson class cost $40 to $45 with meals costing approximately $1 per person.

If the class were to be taught by a salaried person, such as a domestics teacher or another staff member, there would be no added salary cost for the program. If a person were hired part-time, they can complete the work in 15 hours a week, working four hours a day three days a week, plus two hours for grocery shopping.

In the pilot program, the United States Department of Agriculture donated foods through the Food Assistance Programs Division of the Colorado Department of Social Services.

Evaluation

One evaluation sheet, which was completed by clients at the final class session, was utilized. In the evaluation, 95% could name the Daily Four Food Groups and 50% understood they should choose from the food groups daily to be healthy.

Mealtime discussions also were beneficial to help learn what the clients liked best about the class and whether they had used any of the information from other class sessions. Comments made by the clients to other instructors in the program and to bus drivers who provided transportation helped in the overall evaluation.

After observing the staples on clients' shelves, the items in refrigerators and listening to discussions of what they usually fixed for meals, it was clear that more time could be devoted to menu planning, making grocery lists and to the buying of groceries. These needs could be met in class periods of a shorter time period without food preparation activity and with more people in attendance.

It also was clear that the Transitional Living Apartments (TLAs) were not equipped for basic cooking needs. To aid staff members who might be equipping such apartments, a list of equipment necessary for a TLA kitchen is included as Exhibit A. Since it is also very important to have all of the necessary equipment to properly teach a class, a list of Basic Equipment which should be carried to each class is included as Exhibit B.

Informational Materials

The exhibits included in this handbook are just some of those utilized in the pilot program. The materials were distributed in each class session and gathered at the end of each lesson so the instructor could assemble all the information in a notebook to be given to each client during the last class.

Other useful information can be obtained from any county office of the Cooperative Extension Service or from your local Dairy Council and similar organizations. The Consumer Information Center, Pueblo, Colorado 81009 will also send a free catalog of available material, upon request.

KITCHEN EQUIPMENT

for

TRANSITIONAL LIVING APARTMENTS

Required

- Set of measuring cups (1 C., 1/2 C., 1/3 C., 1/4 C.)
- Pyrex measuring cup (1-cup size)
- Set of metal measuring spoons (1 T., 1 t., 1/2 t., 1/4 t.)
- Large mixing bowl
- Small mixing bowl
- 3-quart pan with lid
- 1-quart pan with lid
- Cookie sheet, pizza pan or jelly roll pan
- Can opener
- Paring knife
- Slicing knife
- Vegetable peeler
- Cutting board
- Baking pan (8 x 8 or larger)
- Wooden spoon
- Larger stirring spoon
- Spatula
- Skillet
- Hot pads
- Dish towels
- Sponge or dish cloth for washing dishes
- Tea kettle

- Plates
- Mugs for hot or cold drinks
- Silverware
- Cereal or soup bowls

Optional, but useful

- Casserole dish
- Grater
- Sieve (to drain pasta and vegetables)
- Rolling pin
- Muffin tin
- Egg beater
- Chef knife
- Flour sifter

Exhibit A

BASIC EQUIPMENT FOR EACH CLASS

This equipment should be assembled, stored in a larger paper bag or box and taken to each class. Paper goods, of course, must be replenished for each class.

- Large chef knife
- Paring knife
- Vegetable peeler
- Can opener
- Wooden spoon
- Large slotted spoon
- Cutting board
- Set of measuring cups (1 C., 1/2 C., 1/3 C., 1/4 C.)
- Set of measuring spoons (1 T., 1 t., 1/2 t., 1/4 t.)
- Pyrex measuring cup (1 cup size)
- Spatula
- Vegetable brush
- Silverware (if not available at the class site)
- Paper plates
- Paper napkins
- Cups
- Paper towels
- Waxed paper
- Aluminum foil
- Dish towel
- Dish cloth
- Dish detergent
- Clorox (for cleaning)

Exhibit B

Lesson #1 "GOOD MORNING" BREAKFASTS

The Goals

- Learn how to read a recipe
- Learn to measure liquid and dry ingredients properly
- Discuss kitchen safety rules
- Discover why breakfast is important
- Successfully prepare a nutritious breakfast

The Tools

- Basic Equipment (see page 11)
- Skillet
- Two mixing bowls
- Cookie sheet
- Container for cocoa mix
- Pitcher for juice
- Eggs (one egg per three slices French toast plus one or two eggs per person for scrambled eggs)
- Milk
- Salt and pepper
- 1 stick of butter or margarine
- 1 tablespoon oil
- 1 tablespoon shortening
- Stale bread (one slice per person)
- Pancake Syrup
- 1 cup unsweetened cocoa
- 2 cups sugar
- 2 cups non-dairy creamer
- 2 cups non-fat dry milk powder
- 1 6-ounce can frozen orange juice concentrate
- Equipment to demonstrate measuring

The Lesson

Step 1. Cover information from Exhibits 1-A and 1-B, "Using a Recipe" and "Measuring."

Step 2. Demonstrate measuring any or all of the ingredients listed on Exhibit 1-B.

Step 3. Assemble the ingredients necessary for scrambled eggs, French toast and cocoa mix, demonstrating how all ingredients should be collected before starting to cook.

Step 4. Discuss kitchen safety rules (see Exhibit 1-C).

Step 5. Distribute class menu and discuss recipes.

Step 6. Give job assignments for preparing the meal:

1 person: Scrambled eggs
1 person: French toast
2 persons: Cocoa mix
1 person: Orange juice
1 person: Clean up

If there are fewer than six clients, the cocoa mix can be prepared before class and one person can mix it for the table. Or, one person could fix the orange juice and also clean up.

To simplify the menu, substitute plain toast for the French toast. If there is no toaster, use the broiler.

Step 7. Demonstrate setting the table properly.

Step 8. Enjoy the breakfast! Be sure to join with your clients in eating their food.

(If you will not have time for further discussion after cleanup, include class discussion during the meal...see Step 9.)

Step 9. Class discussion (see Exhibit 1-D)

- What do class members usually eat for breakfast? If they don't eat, emphasize the need for eating something. If they indicate a lack of time, encourage the use of cereals and juice.
- Talk about the cocoa mix. It doesn't cost much, is nourishing and needs only the addition of hot water.
- Scrambled eggs can be an easy, quick main dish for breakfast, lunch or dinner. Discuss foods that could be added, such as leftover meats, cheese or diced cooked potatoes.

- French toast is a good way to use bread that is too dry for sandwiches.
- Demonstrate how to use the broiler and discuss how it can be used if clients don't have toasters.
- Discuss the importance of vitamin C. (It's a water soluble vitamin that you need to eat every day. It fights infection, heals wounds and maintains healthy gums.) Talk about orange juice and other sources of vitamin C: grapefruit, strawberries, tomatoes, potatoes, canteloupe, cabbage, broccoli and green peppers.

Lesson #1

THE MENU

Orange Juice
Scrambled Eggs
Oven French Toast
Syrup
Hot Chocolate

Scrambled Eggs

4 eggs
1/4 cup milk
1/2 teaspoon salt
1/8 teaspoon pepper
1 tablespoon butter or margarine

1. Mix eggs, milk, salt and pepper with fork, egg beater or hand mixer.
2. Heat butter or margarine in skillet over medium heat until just hot enough to sizzle a drop of water. Pour in egg mixture.
3. As mixture begins to set at the bottom and sides of the skillet, gently lift the cooked portion with the spatula so the uncooked part can flow to the bottom. Avoid constant stirring.
4. Cook until eggs are thickened throughout but still moist, about 3 to 5 minutes. Serves 2 to 3.

French Toast

1 egg, beaten
1/4 cup milk
Pinch of salt
3 slices stale bread
1 tablespoon cooking oil

1. Mix egg, milk and salt.
2. Dip each slice of bread into egg mixture.
3. Brown both sides in oil in skillet.
4. Serve hot with syrup, jelly or honey. Serves 3.

   (For several slices of toast, bake the toast in the oven. Heat the oven to 450 degrees. Place dipped slices of bread on a greased baking sheet. Bake 10 minutes or until browned.

Hot Cocoa Mix

1 cup unsweetened cocoa
2 cups sugar
2 cups dry non-dairy creamer
2 cups nonfat dry milk powder

1. Combine ingredients in a large dry bowl. Stir until well blended.
2. Pack into dry covered container.
3. To serve, mix 2 to 3 level tablespoons with 1 cup boiling water. Top with marshmallow or whipped cream, if desired.

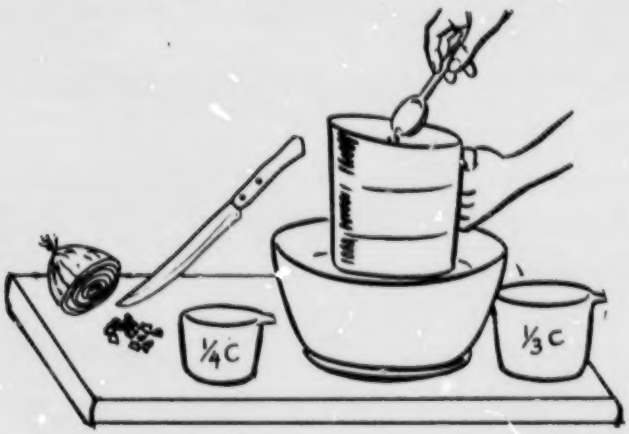
   Yield: 45 cups

USING A RECIPE

Step 1

Read the entire recipe before you begin.

Check to see if you have every ingredient on hand.



Step 2

Prepare each ingredient as called for in the recipe (chopped, sliced, sifted, etc.)

Measure each ingredient correctly.

Step 3

This is it!!

Now, simply assemble all ingredients. In other words, you cook!!

Remember, step 3 will not be successful unless steps 1 and 2 are done right.

Exhibit 1-A

MEASURING

Dry Ingredients

Flour:

1. Stir flour lightly with a fork or shake in a container.

2. Spoon flour lightly into a cup until high. Do not use the cup as a scoop. Do not shake or tap the cup when it's filled.

3. Level off top of full cup with straight edge of knife.

Sugar: Use standard dry measuring cups. All measurements should be level. Use the straightedge of a knife to push off extra amounts.

Brown Sugar: Press sugar into dry measuring cup firmly. Level off top. Turn out on waxed paper. It should hold the shape of the cup.

Baking Powder, Baking Soda & other small amounts of dry ingredients: Use measuring spoons and level off with spatula or straight edge of knife.

Liquid Ingredients

Milk, Water, Juice, Oil: A liquid measuring cup has a lip for easy pouring. Set cup on counter top and stoop to read at eye level.

Sticky Liquids: When measuring sticky liquids like honey or molasses, rinse the cup or spoon in water, or butter the cup or spoon lightly so the syrup will pour out easily.

Solid Fats: Pack solidly into cup or spoon and level off with knife. Remove from cup with a rubber scraper.

KEEPING YOUR KITCHEN SAFE -- AND SANITARY

Do you....

...store sharp kinves in a safe place?

...turn pot handles away from the edge of the stove?

...label insecticides and cleaning compounds and store them out of reach of children?

...work in a well-ventilated place when using cleaning fluids?

...wipe up all floor spills?

...cut away from you and on a board -- rather than in your hand?

...keep cabinet doors and drawers closed?

...store matches away from children?

...keep all electrical cords in good condition?

...have no curtains near the stove?

...clean your work area with a disinfectant such as Clorox.

...wash your hands before beginning to cook.

...avoid licking spoons or your fingers while you're cooking.

Exhibit 1-C

Lesson #1 DISCUSSION NOTES

Breakfast: The Most Important Meal of the Day!

Breakfast means "break the fast." You have been fasting all night, and now it's time to refuel your body for the big day that's ahead. Refueling at breakfast will bring:

* better health
* better appearance
* better performance
* better attitude

Skipping breakfast will cause your body to use its reserve of energy every morning. Using this reserve on a daily basis is hard on the body and mind and will cause it to show more "wear and tear."

Why Do People Skip Breakfast?

1. "Not enough time." Make time! Many good breakfast foods can be eaten "on the run."
2. "Not hungry." This is usually just another excuse for lack of time or boredom.
3. "Trying to lose weight." Without breakfast you'll only eat more at lunch, snacks and dinner.
4. "Bored with breakfast foods." Try something new! A little thought in planning and a lot of imagination will help.

Planning Breakfast

1. Use a basic breakfast menu: Fruit or Fruit Juice (preferably high in Vitamin C), Egg or Meat, Cereal or Bread (whole grain, fortified or restored is best) and Milk or a Milk product (such as hot chocolate).
2. Use the Basic 4 Food Groups as a guide. Remember: Variety!
3. Try to get 1/4 to 1/3 of your day's calories at breakfast.
4. Coffee and tea are nice with breakfast but they are stimulants and have no nutritional value.

Breakfast Ideas

1. Quick Breakfast Drinks. Make drinks or shakes from milk and fruits and/or spices such as cinnamon or nutmeg. Use a blender or simply mix with a fork.

2. Cereals. Buy unsweetened; you can add sugar to taste and save money. Top cereals with favorites, such as nuts, coconut, dates, figs, *raisins*, *bananas*, *berries* and ice cream. Try quick-cooking instant hot cereals.

   Or, make your own Granola:

   7 cups oatmeal
   1/2 to 1 cup coconut, if desired
   1 cup wheat germ
   1/2 to 1 cup sesame seeds
   5 tablespoons non-fat dry milk
   2 tablespoons vanilla
   1/2 to 1 cup honey (may use brown sugar for part of it)
   1/2 cup oil
   1 cup sunflower seeds

   Combine all ingredients until well blended. Spread in pans and bake in 325 degree oven, stirring every 15 minutes until golden brown. May add raisins, dried apricots, dried apples, dates or spices.

3. Breads: Waffles or Pancakes, English Muffins, Coffee Cake, Bagels, French Toast, Biscuits and Rolls, Nut and Fruit Breads, Toast.

4. Fruit. Try fruit with yogurt and nuts or eat fruit and cheese. Cantelope, grapefruit, oranges and pineapple are high in Vitamin C.

5. Meat/Eggs/Protein Dishes. Leftover casserole dishes, cold spagnetti or pizza, soups (such as split pea or bean, clam chowder), ham, bacon or sausage. Combine scrambled eggs with any of the following: grated cheese, cottage cheese, chopped onion, green pepper, ham, sausage, tomatoes and/or parsley. If you don't have much time, hard cooked eggs are quick to make and easy to eat "on the run."

Remember, at least eat something for breakfast. Even juice is better than nothing! Plan a mid-morning snack, such as a muffin, yogurt or fruit, if you can't eat early in the day.

Lesson #2 "A BUNCH OF LUNCH"

The Goals

- Learn what constitutes a good lunch
- Learn about the importance of food safety
- Wrap and pack a sandwich properly
- Plan daily menus around the Basic Four Food Groups
- Learn how to use a cutting board and how to chop foods safely
- Successfully prepare a lunch

The Tools

- Basic Equipment (see page 11)
- Large kettle
- Small saucepan for cooking egg
- One package of plastic soup bowls
- 1 tablespoon instant minced onion
- 1 bunch celery
- 1 tablespoon dried parsley
- 1 16-ounce can red kidney beans
- 2 cups spaghetti sauce
- 1/2 cup rice
- 1 jar instant beef bouillion
- 1/4 head cabbage
- 1 cup elbow macaroni
- 2 tablespoons cooking oil
- 1 6 1/2-ounce can tuna
- 1 egg
- Salt and pepper
- 1 teaspoon lemon juice
- 2 tablespoons mayonnaise or salad dressing
- 1 head lettuce
- Loaf of whole grain bread
- Fresh fruit (one serving per client)
- Pre-packaged hot chocolate mix (one per client)
- Stick of butter or margarine
- Mixing bowl for sandwich spread

The Lesson

Step 1. Discuss what makes a good lunch (see Exhibit 2-A).

Step 2. Distribute menu and recipes. Class members prepare recipe ingredients according to what was learned in Lesson 1.

Step 3. Demonstrate how to use a cutting board for chopping fruits and vegetables.

Step 4. Give job assignments for preparing the meal:

2 persons: Soup (One to chop the vegetables; one to measure remaining ingredients, open cans and cook the soup)
2 persons: Sandwiches (One to cook and chop the egg, wash and prepare the lettuce; one to chop the celery and mix the filling; both assemble sandwiches)
1 person: Wash fruit; set table; heat water for cocoa
1 person: Cleanup

If there are fewer than six clients, canned soup could be used and prepared by one person. Cleanup also could be shared by all.

Step 5. Enjoy the lunch! Be sure to join your clients in eating the food they have prepared.

(If you will not have time for discussion after cleanup, include class discussion at mealtime...see Step 7.)

Step 6. Wash dishes and clean the kitchen.

Step 7. Class discussion:

- Discuss the Basic Four Food Groups (see Exhibit 2-C). Did the menus for breakfast and lunch include all groups? What substitutions could have been made while still including all of the groups?
- Share suggestions for other sandwich fillings (see Exhibit 2-B).
- Distribute copies of the sandwich filling alternatives to clients.
- Discuss food poisoning, emphasizing the importance of keeping lunches cold until eaten. Sandwich meats should not be kept longer than one week in the refrigerator.
- If lunch is to be carried, consider these suggestions:

  -- Convenience foods, such as "Cup of Noodles,"

"Mug-o-Lunch" or others which already are in a container and need only hot water and a spoon.

-- Instead of a sandwich take soup in a thermos.

-- Pre-packaged drink mixes. The cocoa mix from Lesson 1 could be carried in a sandwich bag for mixing with boiling water.

-- Canned fruit in small jars with tight-fitting lids.

- Cover food safety -- especially as it relates to "brown bag" lunches (see Exhibit 2-D).
- Look through recipe books. Ask the class what they would like to cook.

Assignment: At the next class, clients will plan a menu to be prepared in the final class session. Clients should bring suggestions.

Lesson #2

THE MENU

Shortcut Minestrone
Tuna Salad Sandwich
Fresh Fruit
Hot Chocolate

Shortcut Minestrone

1 tablespoon instant minced onion
2 stalks celery, chopped
1 tablespoon dried parsley
cooking oil
1 16-ounce can kidney beans
2 cups spaghetti sauce
1/2 cup uncooked rice
6 cups beef broth (6 teaspoons instant beef bouillon and 6 cups water)
1/4 head cabbage, chopped
1 cup elbow macaroni, uncooked

1. Saute onion, celery and parsley in small amount of cooking oil, until soft.
2. Add beans, spaghetti sauce, rice and beef broth.
3. Cover and simmer for 10 minutes.
4. Add cabbage and macaroni and cook 15 minutes, or until macaroni is soft.

Serves 8.

Tuna Salad

1 6 1/2-ounce can tuna
2 tablespoons chopped celery
1 hard-cooked egg, chopped
dash of salt and pepper
1 teaspoon lemon juice
2 tablespoons mayonnaise or salad dressing

1. Mix all ingredients and spread on bread.
2. Top with lettuce leaf and bread; wrap.

Makes 4 to 6 sandwiches.

To hard cook an egg, cover the egg with cold water. Heat slowly to a boil. Turn off the burner and let stand for 20 minutes. Drain and cover with cold water for 10 minutes.

Lesson #2 DISCUSSION NOTES

WHAT IS A NOURISHING LUNCH?

A nourishing lunch includes four basic foods:

* Whole-grain or enriched bread
* A protein-rich food (meat, fish, egg or peanut butter)
* Milk or a dairy product
* A vegetable or fruit or both

WHICH LUNCH IS BEST TO CARRY?

Sandwiches that remain moist carry better. Lettuce for sandwiches will be more crisp if wrapped in waxed paper and put in the sandwich when it is ready to be eaten.

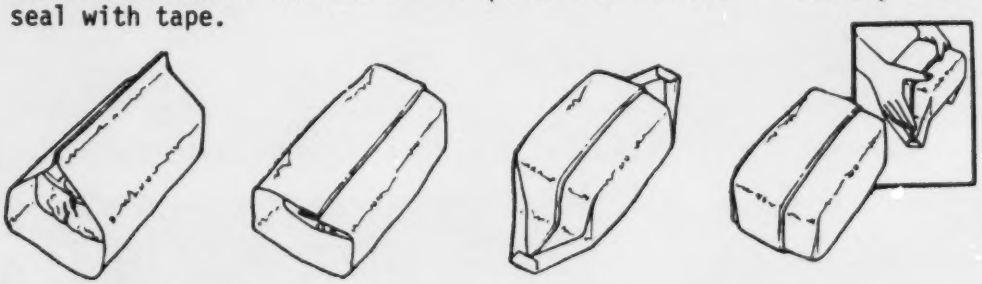
You can vary your sandwiches by using different kinds of breads. Try buns for cold sandwiches to add variety. Cracked wheat hamburger and hot dog buns will be nice changes in brown bag lunches.

Desserts and salads also can be carried in small jars. Tight-fitting lids are necessary. A piece of waxed paper under the top will help keep it tight.

TIPS ON MAKING COLD SANDWICHES

* Use butter or margarine at room temperature. Spread the butter thin -- all the way to the edge of the bread to keep the filling from soaking into the bread and making the sandwich soggy.

* Place the sandwich in a sandwich bag or wrap in waxed paper, aluminum foil or plastic wrap -- using the drugstore wrap. To make a drugstore wrap, place the food to be wrapped in the center of a large sheet of wrapping material. Bring the two longest ends together over the food and fold these ends down in 1-inch folds until the wrap is tight against the food. Then, fold the two open sides over toward each other and press down to seal. You may also seal with tape.



* Keep sandwiches in the refrigerator until time to eat or pack with a cold food.

Exhibit 2-A

COLD SANDWICH FILLINGS

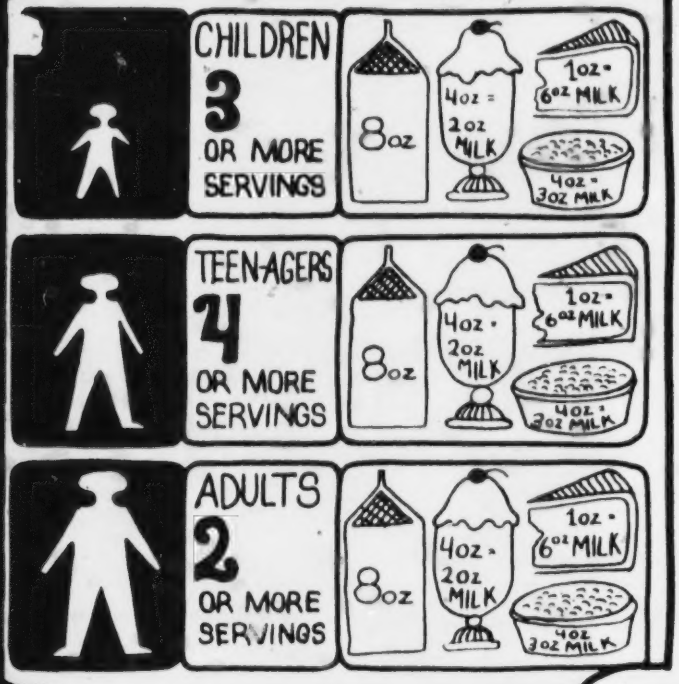
Chicken	Combine 1 1/2 cups chopped cooked chicken, 1/2 cup chopped celery, 1/3 cup mayonnaise, 1/8 teaspoon salt, 2 tablespoons chopped sweet pickle.
Chicken-Ham	Replace half the chicken with ham and use the same ingredients as given in the chicken recipe above.
Ham	Combine 1 cup ground or chopped cooked ham, 1/4 cup salad dressing, 2 teaspoons chopped onion, 1/8 teaspoon salt, dash of pepper.
Egg	Combine 2 chopped hard-chopped eggs, 1 1/2 tablespoons mayonnaise, 1/8 teaspoon salt, 1/8 teaspoon Worcestershire sauce, dash pepper and dry mustard.
Beef-Relish	Combine 1 cup ground cooked beef, 1/4 cup chopped pickle, 1/4 cup mayonnaise, 1 teaspoon Worcestershire sauce and 1/2 teaspoon salt.
Tuna Salad	Combine 1 can (7 oz.) flaked tuna, 2 tablespoons chopped celery, 1 hard-cooked egg, chopped, dash salt and pepper, 1 teaspoon lemon juice, 2 tablespoons mayonnaise or salad dressing. Mix well.
Cheese-Dried Beef	Mix 2 oz. grated cheese (1/2 cup) with 1/3 cup salad dressing, 1/2 cup chopped dried beef (firmly packed), 2 tablespoons chopped pickles, 1/4 teaspoon onion salt and 2 tablespoons chopped celery.
Corned Beef-Swiss	Use sliced corned beef, swiss cheese and lettuce.
Carrot-Peanut	Mix 1 cup grated raw carrots with 1/3 cup finely chopped salted peanuts, 3 tablesppons sweet pickle and 1/4 cup mayonnaise or salad dressing.
Egg-Bacon	Combine 2 chopped hard-cooked eggs and 1/3 cup chopped cooked bacon and 3 tablespoons salad dressing.
Ham-Egg	Combine 2 chopped hard cooked eggs and 1/4 cup canned deviled ham, 2 tablespoons mayonnaise and 2 teaspoons prepared mustard.
Liverwurst	Mash 1/4 pound liverwurst. Blend in 1/2 cup finely chopped celery, 1/3 cup chopped dill pickle and 1/3 cup salad dressing.
Cheese	Combine 1 cup shredded cheese, 2 teaspoons minced pimiento, 1 1/2 tablespoons salad dressing, dash garlic salt.
Cream Cheese Combinations	To softened cream cheese add one of the following: 1) chopped pimiento; 2) chopped olives; 3) chopped dates or; 4) raisins.
Peanut butter Salad	Add enough honey or marmalade to peanut butter so that it spreads easily. Add 1/2 cup finely chopped dates to each cup of peanut butter/honey mixture.

Exhibit 2-B

DAILY NUTRIQUIREMENTS CHART

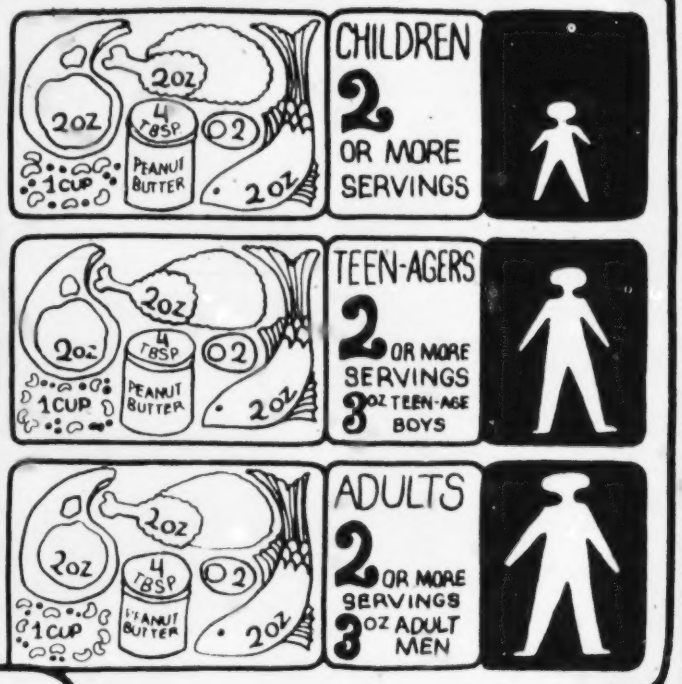
MILK GROUP

CALCIUM
PROTEIN
B_2 - RIBOFLAVIN, VITAMIN A



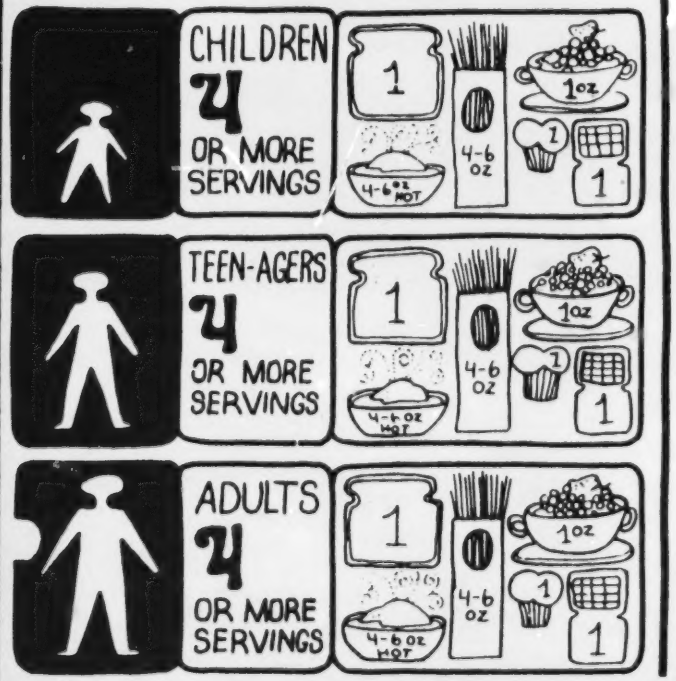
MEAT GROUP

IRON
PROTEIN
B VITAMINS



BREAD CEREALS

IRON
PROTEIN
B VITAMINS



FRUITS VEGETABLES

VITAMIN C
VITAMIN A AND
OTHER VITAMINS AND MINERALS

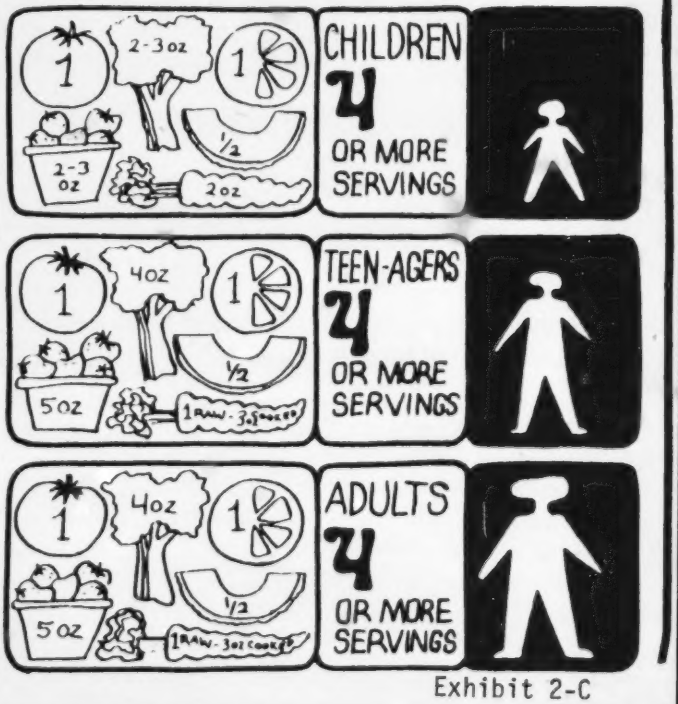


Exhibit 2-C

Build Meals Around These FOUR IMPORTANT FOOD GROUPS

MILK GROUP . . . Use daily

3 or more glasses milk—children; 4 or more—teenagers (smaller glasses for some children under 8)
2 or more glasses—adults
3 or more glasses—pregnant women
4 or more glasses—nursing women
(a glass—8 ounces or ¼ quart of milk)

Needs of some younger children may be met by smaller servings. That is, a 6-ounce glass may replace an 8-ounce glass.

These quantities of milk provide about ¾ of the day's calcium recommended for good nutrition.

Milk is our main source of calcium in foods. For calcium . . .
1 slice American cheese (1 oz.) = ¾ glass milk
½ cup creamed cottage cheese = ⅓ glass milk
⅓ cup (⅛ pint) ice cream = ¼ glass milk

Milk also contributes fine quality protein, vitamins—especially riboflavin and vitamin A—and many other nutrients.

For children, 3 glasses of milk supply ⅗ to all the protein recommended daily and all the riboflavin.

For adults, 2 glasses of milk supply about ⅛ the protein and about ½ the riboflavin.

Skim milk lacks whole milk's fat and vitamin A (unless fortified), other food values are the same, calories less.

One glass of skim milk plus 1 scant tablespoon of butter equals the food values of whole milk.

Butter supplies milk's flavorful and easily digested fat along with its vitamin A.

Use milk as a beverage and in cooking—in hot cereals, milk soups, white sauces, puddings, and custards. Pour on fruit, cereal, and puddings.

The combination of milk with cereal or bread is excellent, especially in meals where little or no meat or eggs are served. The proteins in milk make those in cereals and bread more useful in the body.

MEAT GROUP . . . Use 2 or more servings daily

Meat, fish, poultry, eggs, or cheese—with dry beans, peas, nuts or peanut butter as alternates

Use amounts of these foods to supply *at least* as much protein as that in 4 ounces of cooked lean meat (about ⅓ pound raw).

Good practices to follow are

An egg a day or at least 3 to 5 a week

Liver, heart, kidney, or sweetbread about once a week

Other kinds of meat, fish, poultry, or cheese: 4 to 5 or more times a week

With dried beans, peas, nuts or peanut butter, serve milk or cheese. The animal protein makes the vegetable protein more useful in the body.

Foods in the meat group are counted on to supply about ½ the protein recommended daily for good nutrition.

Two servings for an adult might be, for example . . .
1 medium serving meat (3 ounces, cooked) + 1 egg

Choose combinations from the following which are about equal in amount of protein . . .
1 ounce cooked lean meat, poultry, or fish
1 egg
1 slice cheese, American or Swiss (1 ounce)
2 rounded tablespoons creamed cottage cheese (2 ounces)
2 tablespoons peanut butter (1 ounce)
½ cup cooked dried beans or peas

Eggs and meat, especially liver, are important for iron; also for B-vitamins. Pork supplies large amounts of the B-vitamin, thiamin. The legumes—dried beans, peas, nuts—are good sources of iron and thiamin, but their protein should be supplemented with an animal protein.

VEGETABLES & FRUITS . . . Use 4 or more servings daily

Include a dark green leafy or deep yellow vegetable or yellow fruit at least 3 to 4 times a week for vitamin A; a citrus fruit, or tomatoes, or other good source of vitamin C every day.

Use other vegetables and fruits for variety as well as their minerals, vitamins, and roughage.

Use potatoes frequently for all these food values plus food energy.

Use fresh, canned or frozen vegetables and fruits.

Save food values and flavors of vegetables by cooking quickly in small amount of water.

Dried fruits are valuable for iron.

A serving is ½ cup or more.

Foods in this group should supply over half the vitamin A and all of the vitamin C recommended daily for good nutrition.

Vegetables & fruits high in vitamin A	*These are about equal in vitamin C*
broccoli, chard	1 medium orange, ¾ cup juice
all "greens"	½ grapefruit, ¾ cup juice
kale, spinach	2 medium tomatoes, 2 cups juice
carrots	½ large cantaloupe
sweet potatoes	1 cup strawberries
tomatoes	¾ cup broccoli
cantaloupe, apricots	1½ cups cabbage, raw, shredded

BREADS & CEREALS . . . Use 4 or more servings daily

Use enriched or whole grain products. Check labels!

Choose from breads, cooked and ready-to-eat cereals, cornmeal, crackers, grits, spaghetti and macaroni, noodles, rice, quick breads and other baked goods if made with whole grain or enriched flour.

A serving is 1 slice bread; ½ to ¾ cup cereal.

Foods in this group supply valuable amounts of protein, iron, several B-vitamins, and food energy.

Cereals cooked and/or served with milk and breads made with milk are improved in quality of protein as well as quantity of protein, minerals, and vitamins.

ADDITIONAL FOODS . . . The foods recommended form the foundation for a good diet. In general, use smaller servings for young children; more or larger servings may be needed by teenagers, pregnant and lactating women.

Most nutrient needs are met by the amounts of foods suggested by the Guide. Special attention must be given to food sources of iron for young children, teenagers, and women. Liver, eggs, meat, legumes, dried fruit, dark green leafy vegetables, enriched or whole grain breads and cereals are good iron sources.

More food for energy, calories, is usually required. The amount varies with age, size, and activity. Food from the four groups helps to achieve an adequate diet.

Calorie restricted diets can be pleasing and satisfying when energy comes mostly from foods in these four groups.

Some source of vitamin D should be included for infants and children, pregnant and lactating women, and adults getting little sunshine. Good sources are vitamin D milk, fish liver oils, and direct sunshine.

QUESTIONS & ANSWERS

about

BROWN BAG LUNCHES

Q. I can get food poisoning from a brown bag lunch??

A. Yes!!

Q. What are the "brown bag blues"?

A. It's food poisoning -- from bacteria such as Salmonella or Staphylococcus. It's caused by carelessness in preparing "brown bag" lunches.

Q. How would I know for sure that I have food poisoning?

A. You wouldn't -- without thorough medical tests. But if you have severe headache, diarrhea, vomiting, stomach cramps and fever after eating, there's a pretty good chance the culprit might be food poisoning. Because of the similarity of symptoms, "flu" or other stomach disorders and food poisoning are often mistaken for each other. If you see signs of this illness, which is rarely fatal except to infants or elderly persons, ask your doctor about the possibility of food poisoning.

Q. How can I keep hot foods hot and cold foods cold?

A. A vacuum bottle will keep certain kinds of food hot. There are several ways to keep food cold. You should keep your lunch in a refrigerator, if possible. If not, use a freezer gel device. Or, place a plastic container filled with frozen water in the lunchbag to keep it cold. Try freezing certain types of sandwiches. You will lose some quality, but the sandwich will thaw for lunch and will help keep the rest of the lunch cool until then.

Q. How can I avoid food poisoning problems with "brown bag" lunches?

A. Your utensils, countertops and hands should be scrupulously clean. Cook food thoroughly. Don't let the lunch stand at room temperature for long periods of time. Sterilize vacuum bottles after each use. Keep hot foods hot and cold foods cold, so that whatever bacteria are present don't have a chance to grow and spread.

Q. What kinds of meat and poultry products are best for brown bag lunches?

A. Virtually any meat or poultry product can be used -- if it's cooked and handled properly. Canned meat and poultry products, opened and eaten immediately, are a good bet. Dried meats, or fully cooked products such as bologna and franks, keep well, too. Soups, stews or chili can be kept piping hot in a vacuum jug.

Exhibit 2-D

Lesson #3 EASY OVEN COOKING

The Goals

- Learn how to plan daily meals for economy, variety and time savings
- Plan the menu for the final class
- Discover nutritious snacks that are enjoyable and easy to make
- Successfully prepare an "oven dinner"

The Tools

- Basic Equipment (see page 11)
- 9x13x2 pan or broiler pan
- Paper bag
- Large plate for relishes
- Pan for mixing snacks
- 2½-3 pound broiler fryer, cut up
- Salt and pepper
- Paprika
- 2½ sticks of butter or margarine
- 8-ounce carton of sour cream or substitute
- Baking potatoes (one for each person)
- Cooking oil
- 3 or 4 fresh vegetables for relish tray
- 1¼ cups peanut butter (plain or chunky)
- 6-ounce package of butterscotch chips
- 1/2 cup honey
- 3 cups quick oats
- 1/2 gallon milk

The Lesson

Step 1. Discuss the advantages of an oven meal: 2 or 3 foods can be cooked at the same time with a minimum amount of preparation and saving on energy.

Step 2. Discuss alternative dishes that could be used in an "oven" meal: meat loaf, stuffed peppers, casseroles, baked squash, desserts.

Step 3. Distribute the class menu and discuss recipes.

Step 4. Demonstrate cleaning the chicken and cutting vegetables.

Step 5. Give job assignments. Or, if the class members have been willing to prepare different foods, let them select their own responsibility.

2 persons:	Chicken (One to light the oven, mix the flour and seasonings and melt the butter; one to dry chicken and remove pin feathers)
1 person:	Potatoes
2 persons:	Relishes
1 person:	Peanut butter drops

If the class is small, only serve one or two relishes. One person could prepare all of the vegetables by fixing the potatoes first and then the relishes.

Step 6. While the meal is cooking and after the kitchen is cleaned, reassemble and plan the menu for the final (sixth) class. Cover the tips included in Exhibit 3-A, "Meal Planning Tips." Review menu planning and the Basic Four Food Groups from previous class session. As the menu is planned, remember some dishes are difficult to prepare in an allotted time frame, such as gelatin salads or desserts, roasts and yeast breads.

Step 7. Set the table or form a buffet line for a new learning experience.

Step 8. Serve the lunch and enjoy the meal. As in previous lessons, join the class in eating the food they have prepared.

Step 9. Clean the kitchen and reassemble for a class discussion covering the following topics:

- What vitamins were in the vegetables served on the relish plate and in the potatoes?
- How would you store leftovers from the meal? What might make good low-calorie snacks? (Relishes)

- Why are the peanut butter drops a good snack? What other foods are good snacks? (Granola, cheese cubes, milk drinks, fresh or canned fruits, vegetables, fruit leather, dried fruits)
- If the whole chicken isn't needed for a meal, what might you do with it? (Bony pieces -- back, neck and ribs -- could be boiled in water until tender; then combine the de-boned meat and noodles or rice for a nourishing soup.)
- Some people store relishes in water. Why shouldn't they? (Water soluble vitamins are lost)
- Why are potatoes pricked (to allow steam to escape) and why wrap them in foil (to cook faster)?

Lesson #3

MENU

Oven Fried Chicken
Baked Potato with Sour Cream
Relish Plate
Peanut Butter Drops
Coffee Tea Milk

Oven Fried Chicken

2½-3 pound cut-up broiler-fryer
2 teaspoons salt
2 teaspoons paprika
1/2 cup butter
1/4 teasoon pepper
1 cup flour

1. Wipe chicken pieces with a paper towel. Remove pin feathers with a knife.
2. Measure the flour, salt, pepper and paprika in a strong paper bag and shake to mix.
3. Place a few pieces of chicken in the bag at a time and coat thoroughly with flour mixture.
4. Melt the butter in a 13x9x2-inch pan in the oven. Add the chicken, turning each piece to coat with melted butter. Arrange chicken, skin side down, in a layer in the pan. Do not let pieces touch.
5. Place the pan on the rack in the center of the oven.
6. Bake at 400 degrees for one hour or until chicken is tender when you stick it with a fork. Serves 4 to 5.

Baked Potatoes

1. Select potatoes of the same size. Scrub thoroughly with a brush. If you want them to have soft skins when baked, rub with salad oil or cooking oil.
2. Place on oven rack. Bake at 400 degrees for 40 to 50 minutes, or until tender when stuck with a fork. (To bake faster, wrap in foil.)
3. Serve with butter, margarine or sour cream.

Relishes

Sticks: carrots, celery, turnips
Flowerettes: cauliflower, broccoli, radishes
Rings: cucumber, green pepper
Other: whole cherry tomatoes, small green onions

Peanut Butter Drops

1 1/4 cups peanut butter (smooth or chunky)
6-ounce package butterscotch chips (1 cup)
1/2 cup honey
1/4 cup butter or margarine
3 cups quick oats, uncooked

1. Combine first four ingredients in saucepan; melt over low heat, stirring occasionally until smooth.
2. Stir in quick oats.
3. Drop by rounded teaspoonsfuls onto waxed paper.
4. Let set or chill until firm. Store in a tightly-covered container in the refrigerator.

MEAL PLANNING TIPS

1. The main dish for each meal usually is a protein food -- meat or meat substitutes for lunch and dinner, and eggs, bacon or sausage for breakfast.

2. Build menus around the protein foods or main dishes. Include foods from the four food groups. Select complementary foods, using the following guidelines:

   - Contrast color and textures in foods. Include a crisp food at each meal.
   - Stimulate the appetite with flavor differences. Generally, try not to serve more than one highly flavored food at each meal.
   - Vary shapes and forms of food at each meal. For example, peas look better with mashed potatoes than with whole round potatoes.
   - Contrast food temperatures. Include hot and cold foods at each meal. And, serve hot foods hot, cold foods cold.
   - Use fresh, frozen and canned foods to vary flavor and texture.

3. Select foods that can be prepared within the amount of time you have.

4. Serve foods that are in season. They will be more readily available, more reasonably priced and most flavorful.

5. When purchasing foods, select a grade of food suited to its use. Canned vegetables used in a casserole or soup can be a lesser grade than if used as a dinner vegetable.

6. When cooking vegetables, cook only until just crisp for best flavor, nutritive value and appetite appeal.

Remember, <u>a good diet depends on the foods you eat, not on the money you spend</u>.

Lesson #4 THATSA LOTSA PASTA

The Goals

- Learn measuring equivalents and food preparation terms
- Learn about the qualities and benefits of pasta
- Learn to knead bread
- Successfully prepare a spaghetti dinner

The Tools

- Basic Equipment (see page 11)
- Saucepan or skillet for spaghetti sauce
- Large kettle for cooking spaghetti
- Small saucepan
- Bowl for salad
- Mixing bowl for biscuits
- Toothpick
- Biscuit cutter or small glass
- Small bowl for honey butter
- Cookie sheet
- 1 pound of ground beef
- 1 tablespoon instant minced onion
- Clove of garlic
- 1/2 teaspoon oregano
- Salt and pepper
- 6-ounce can tomato paste
- 15-ounce can tomato sauce
- 2 teaspoons sugar
- bay leaf
- 8-ounce package spaghetti
- Grated Parmesan cheese
- 16-ounce can green beans
- Stick of butter or margarine
- Tossed salad ingredients
- Salad dressing
- 2 cups flour
- 3 teaspoons baking powder
- 1/3 cup cooking oil
- 1/2 gallon milk
- 1/2 cup honey

The Lesson

Step 1. Brief class discussion:

- What are the different kinds of pasta? (Spaghetti, macaroni,

noodles, lasagna, fettucini, etc.)

- Why would spaghetti be a good dish to serve? (Meets a Daily Four Food Group requirement for breads and cereals, and the sauce meets additional nutrition requirements; it's economical; it's a good meat extender.)
- What are quick breads? (Breads leavened with baking powder, soda, cream of tartar)
- What are yeast breads? (Breads that use yeast)

Step 2. Distribute menu and discuss recipes. Discuss new cooking skills.

Step 3. Give assignments for preparing foods:

1 person: Spaghetti sauce
1 person: Cook spaghetti, help prepare salad
1 person: Green beans and cleanup
1 person: Salad
1 person: Biscuits
1 person: Honey butter & beverages

If there are less than six class members, omit the salad and/or simply serve the biscuits with butter or margarine.

Step 4. Demonstrate kneading when preparing biscuits.

Step 5. Enjoy lunch. Join your clients in eating their food.

Step 6. Additional class discussion:

- Are the Basic Four Food groups included in the menu?
- How could the spaghetti have been cooked more easily? (With purchased canned sauce)
- What other green and yellow vegetables could have been used as the vegetable or in the salad?
- What vitamin is in yellow vegetables (and also in fruits)? (Vitamin A)
- Why is Vitamin A necessary in our diet? (For normal growth,

for normal vision in dim light, for skin and inner linings of the body and to resist infection.

- How might the biscuits have been made easier and quicker? (Canned biscuits)
- How do you know how long you can keep canned biscuits? (The expiration date on the can)
- What are other examples of quick breads? (Muffins, coffee cakes, pancakes, waffles)
- Instead of buying a canned sauce, what else might you buy? (Sauce mix packages, such as spaghetti and taco mixes, are sometimes more economical than buying all of the ingredients)

Step 7. Distribute information on measurement equivalents and abbreviations (Exhibit 4-A).

Step 8. Distribute Exhibit 4-B, "Food Preparation Terms."

Step 9. Make grocery list for the menu planned for the final (sixth) class.

Lesson #4

MENU

Spaghetti with Meat Sauce
Buttered Green Beans
Tossed Salad (Optional)
Hot Biscuits with Honey Butter
Coffee Tea Milk

Spaghetti with Meat Sauce

1 pound hamburger
1 tablespoon instant minced onion
1 clove garlic, peeled*
1/2 teaspoon oregano
1 teaspoon salt
1/4 teaspoon pepper
3/4 cup hot water
6-ounce can tomato paste
15-ounce can tomato sauce
2 teaspoons sugar
1 bay leaf
8-ounce package spaghetti
1/4 to 1/2 cup grated Parmesan cheese

1. Crumble ground beef into a 2-quart saucepan; add onion, garlic, oregano, salt and pepper. Brown meat, stirring as needed.
2. Stir in hot water, tomato paste, tomato sauce and sugar. Add bay leaf.
3. Simmer, uncovered, over low heat 45 minutes.
4. Remove garlic and bay leaf. Simmer 15 minutes longer.
5. Cook spaghetti according to package directions.
6. Drain spaghetti and serve at once with meat sauce. Sprinkle with cheese. Serves 6.

*The garlic clove is easier to remove if speared with a toothpick before placing in mixture.

Buttered Green Beans

16-ounce can green beans
1/2 teaspoon salt
1 tablespoon butter or margarine

1. Put ingredients into saucepan.
2. Heat. Serves 4 to 6.

Honey Butter

1/4 cup butter or margarine, softened
1/2 cup honey

1. Mix with beater or spoon until smooth.
2. Serve with warm biscuits, muffins or cornbread.

Tossed Salad

Select any combination of fresh vegetables. Prepare 1 cup of vegetables for each person. Serve with salad dressing.

Stir'n Roll Biscuits

2 cups flour
3 teaspoons baking powder
1 teaspoon salt
1/3 cup cooking oil
2/3 cup milk

1. Heat oven to 425 degrees.
2. Sift together the flour, baking powder and salt.
3. Add liquids; stir until the dough clings to the side of bowl.
4. Knead about 10 times on floured board or waxed paper. Shape into a smooth ball and pat about 1/2-inch thick. Cut with biscuit cutter or small glass.
5. Place on ungreased cookie sheet. Bake 10-12 minutes. Makes 8 biscuits.

ABBREVIATIONS

Teaspoon	t. or tsp.
Tablespoon	T. or tbsp.
Cup	C. or c.
Pint	pt.
Quart	qt.
Gallon	gal.
Ounce	oz.
Pound	lb. or #
Few Grains	f.g.

EQUIVALENT MEASURES

3 t.	=	1 T.
8 T.	=	1/2 C.
16 T.	=	1 C.
2 C.	=	1 pt.
2 pt.	=	1 qt.
4 qt.	=	1 gal.
16 oz.	=	1 lb.

COMMON SUBSTITUTIONS

1 T. cornstarch	2 T. flour (to thicken)
1 C. honey	3/4 C. sugar + 1/4 C. liquid
1 square chocolate	3 T. cocoa + T. shortening
1 T. baking powder	1/4 t. soda + 1/2 t. cream of tarter
1 C. sour milk	1 C. fresh milk + 1 T. vinegar
1 C. fresh milk	1/2 C. evaporated milk + 1/2 C. water or 1/3 C. powdered milk + 1 C. water
1 C. cake flour	1 C. less 2 T. all-purpose flour
3/4 C. cracker crumbs	1 C. bread crumbs
1 C. white flour for baking	1 C. minus 1 T. whole wheat flour or 1 1/4 C. rye flour
1 clove garlic	1/8 t. garlic powder or instant minced garlic 1/2 - 1 t. garlic salt (reduce amount salt called for in recipe)
1 t. dry mustard	1 T. prepared mustard
1 small onion	1/4 C. chopped fresh onion 1 1/3 t. onion salt 1 - 2 T. instant minced onion 1 t. onion powder
2 t. fresh parsley	1 t. parsley flakes
1 C. powdered sugar	3/4 C. granulated sugar

OVEN TEMPERATURES

Slow	300 to 325°
Moderate	350 to 375°
Hot	400 to 450°
Very Hot	450 to 500°

- Reduce temperature 25° for glass cookware
- Do not line oven or shelves with foil. The heat reflection changes temperatures and gives uneven heating.

FOOD PREPARATION TERMS

Bake	to cook in the oven. Cooking meats is called roasting. Bread, cookies and pies are baked.
Baste	to moisten food while it is cooking.
Beat	combine ingredients until smooth and uniform; or add air by using a brisk whipping or stirring motion.
Blend	to mix two or more ingredients thoroughly, until evenly distributed throughout.
Boil	to cook in liquid that has rolling bubbles on the surface.
Broil	to cook in a stove under direct heat.
Brown	to cook all sides of meat in a small amount of fat.
Chop	to cut into fine pieces with a knife or mechanical cutter.
Coat	to roll food in flour, sugar, nuts or another ingredient to cover the food thoroughly and evenly.
Combine	to mix ingredients thoroughly.
Cream	to blend shortening and sugar with a spoon or automatic beater until completely smooth.
Cube	to cut into pieces approximately one-half inch on each side.
Cut-in	to mix shortening with dry ingredients (as in pie crust) by using a pastry blender or 2 knives moved like scissors.
Dice	to cut into small pieces approximately one-quarter inch on each side.
Dissolve	to combine or mix a solid ingredient with a liquid until they form a solution.
Dot	to cover with small particles, as to dot with butter.
Flake	to break into small pieces with a fork, being careful not to mash the pieces.
Fold	to combine ingredients with a spoon or spatula by repeated overturnings without stirring or beating. Slowly cut down through the center of the ingredients, move the spoon across the bottom, then up the side, lifting and turning it over and back into the center.
Grate	to scrape into small pieces on a rounded or flat surface that has tooth edged punctures.
Grind	to reduce to small pieces by crushing with a bladed device, turned by a handle or automatically.
Knead	to work dough with the hands by folding and pressing. Raise the back portion of dough, bring it up and forward to the center, press it with the heels of hands, turn the dough one-quarter way around and repeat. Continue until the dough is smooth.

Mince	to chop very fine.
Roast	to cook meats and poultry, uncovered and without adding water, in oven heat.
Saute	to cook in a small amount of fat until lightly browned and tender.
Scald	to heat to a temperature just below the boiling point without letting it boil.
Scramble	to stir and mix foods while they cook.
Shred	to tear or divide food into long, narrow pieces with a grater or a sharp knife.
Simmer	to cook in a liquid, keeping below the boiling point.
Stir	to mix ingredients with a circular motion.
Toss	to mix in a lifting motion, using two implements.
Whip	to incorporate air into a mixture by beating with a brisk even motion.

Lesson #5 SHOPPING MADE EASY

The Goals

- Learn to shop economically and most effectively at the grocery store
- Learn to store foods properly
- Learn to fix some "quick" foods
- Successfully prepare some nutritious, tasty and quick snacks

The Tools

- Basic Equipment (see page 11)
- 2 cookie sheets
- Skillet
- Bowl for mixing ambrosia
- Refrigerator biscuits
- 1 can refrigerated crescent rolls
- 8 weiners
- 8 ounces of mozarella cheese
- 3/4 cup spaghetti sauce
- Oregano
- Garlic powder
- Salt and pepper
- 1/2 gallon milk
- Head of cabbage
- 1 cup celery
- 1 green pepper
- 1 medium onion
- 2 tablespoons butter
- Soy sauce
- 11-ounce can mandarin oranges
- 15-ounce can pineapple chunks
- 2 bananas
- 1 cup coconut

The Lesson

Step 1. A shopping trip. (When you arrive at the store, inform the manager that you are taking your class on a tour.)

Buy food for the last class while discussing the following:

- Open dating on all perishables.
- Unit pricing per ounce, per pound.
- Brand comparisons: check prices and quality.

- Day-old bakery products.
- Convenience foods (sometimes cheaper than buying separate ingredients).
- Read the label for quantities of ingredients.
- Cereals: unsweetened are cheaper.
- Damaged goods (cheaper...but beware of bulging lids or rust spots).
- Saving money on larger quantities (i.e. large bags of frozen fruits and vegetables).
- Quick pasta mixes and main dish mixes (check to see which ingredients must be added).
- Economical meat shopping: family packs, ground meat plus soy meal.

Step 2. Return to the class setting. Store foods, demonstrating that perishables belong in the refrigerator.

Step 3. Distribute menu and discuss recipes.

Step 4. Demonstrate preparation techniques, if necessary.

Step 5. Assign responsibilities.

1 person:	Weiner Wrap
2 persons:	Pat-a-Pizza (One to grease the pan and pat out the biscuits; one to grate the cheese and measure sauce; both assemble)
2 persons:	Chow Mein Cabbage (One to chop cabbage and onion; one tc chop celery and green pepper; both cook)
1 person:	Ambrosia
Everyone:	Set table, pour beverages, cleanup

If the class is small, omit the chow mein cabbage or ambrosia.

Step 6. Enjoy the meal. Again, be sure to eat the food with the clients. (If short on time, include Step 8 with the meal.)

Step 7. Kitchen cleanup.

Step 8. Class Discussion:

- Cover anything about shopping not discussed on tour (see Exhibit 5-A).
- Discuss food storage (Exhibit 5-B) and Food Safety (Exhibit 5-C).
- Stir-fry vegetables: why are they good to serve? (They cook quickly, lose few nutrients because they use little liquid, and the quick cooking helps retain the vegetables' natural color and crispness.)
- What nutrients are in the fruits and vegetables? (Cabbage and oranges: Vitamin C; Bananas: Potassium)
- How could the recipes have been varied? (Use ground beef, tuna, sausage or pepperoni on the Pat-a-Pizza; substitute Vienna sausage for weiners in Weiner Wrap)

QUICK FOODS

Weiner Wrap
Pat-a-Pizza
Chow Mein Cabbage
Ambrosia
Tea Milk Coffee

Weiner Wrap

1 can refrigerator crescent rolls
8 weiners

1. Heat oven to 425 degrees.
2. Separate rolls and shape into triangles.
3. Lay weiner on the long edge and roll around the weiner.
4. Place on greased cookie sheet.
5. Bake for 10 minutes or until roll is browned.

Pat-a-Pizza

1 can biscuits (10 per can)
8 ounces mozarella cheese, shredded
3/4 cup spaghetti sauce
oregano
garlic powder

1. Heat oven to 425 degrees.
2. Pat out biscuits to 1/4-inch thick on greased cookie sheet.
3. Spread sauce on biscuit; top with grated cheese.
4. Season with oregano and garlic powder.
5. Bake 10 minutes or until cheese is bubbly and biscuits are brown.

For variation, add browned hamburger or sliced weiners.

Chow Mein Cabbage

3 cups finely shredded cabbage
1 cup celery, sliced
2/3 cup green pepper, chopped
1 cup onion, chopped
2 tablespoons butter or margarine
1/2 teaspoon salt
Soy sauce

1. Combine vegetables.
2. Melt butter or margarine in skillet; add vegetables and salt.
3. Cook 5 minutes, stirring constantly.
4. Cover and cook until vegetables are tender-crisp, about 3-5 minutes.
5. Serve immediately, passing the soy sauce. Serves 6.

Ambrosia

1 small can mandarin oranges
15-ounce can pineapple chunks
2 bananas, sliced
1 cup shredded coconut

1. Drain oranges and pineapple.
2. Mix with bananas and coconut.
3. Chill.

GROCERY SHOPPING

Before shopping

- Plan meals by the day and for a week at a time, including the Basic Four Food Groups.
- Make your grocery list at home. Plan your meals around weekly "specials" listed in the newspaper.
- Keep a list of foods your need as you run out of them. Keep the list handy in the kitchen.
- To save money, plan meals with economical foods: eggs, dried beans and peas, cheese, whole grains and enriched products, milk and liver and organ meats.

When you shop

- Try to shop only once a week for groceries.
- Stick to your grocery list. Don't buy impulsively because of food displays.
- Try to shop when you aren't hungry or tired.
- Go easy on the snack foods. They can add 10% to your weekly food bill.
- Buy only the amounts of foods you can use or store properly.

Selecting foods

- Use fresh fruits and vegetables that are "in season."
- Whenever possible, buy the large packages of sugar, flour, cornmeal, rice, beans, nonfat dry milk and coffee, but only if they can be used in a reasonable length of time.
- In buying milk, the larger the carton, the lower the cost per glass. Skim milk costs less than whole milk with no loss of calcium or protein value. Non-fat dry milk powder for cooking or drinking offers substantial savings.
- Buy brands according to how the food will be used. A less expensive brand may meet your purpose.
- Read and study labels. The ingredients are listed on the label, and the first food listed represents the largest amount.
- Use unit pricing on grocery shelves. Compare the unit price of different brands and sizes.

Exhibit 5-A

- When you buy perishable items, look for a date by which the product should be used or sold. Don't buy products which have passed the expiration date.

- Cheese is an excellent source of protein, calcium, vitamins and minerals. Depending upon how you plan to use it, you might be able to save money by purchasing a less expensive variety. For example, sharp cheddar costs more than mild because it is aged longer to develop the flavor. Processed cheese costs less than regular cheese and may be preferable for use in cooking because it melts more easily.

After shopping

- Store your food properly. Don't waste money on food that spoils.

STORING FOOD
(on the shelf or in refrigerator)

Your food shopping is not completed until food is carefully and correctly stored. Proper storage preserves food value, flavor, texture and appearance of your purchases. Food spoilage wastes food money and can cause illness. FOOD LOSSES THROUGH SPOILAGE CAN BE A REASON FOR FAILURE TO KEEP WITHIN THE FOOD BUDGET.

Storage guides for some common foods are offered below. Read also the food processor's directions on food labels and the appliance manufacturer's directions for food placement in the refrigerator or freezer.

FOOD WHICH KEEPS SATISFACTORILY ON THE SHELF:

-Unopened canned foods (unless otherwise indicated on the label).
-Dried and "instant" foods such as vegetables, fruits, nonfat dry milk, soups and coffee. Dry cream and whole milk having a high fat content should be refrigerated, especially in hot, humid climates.
-Packaged mixes, sugar, condiments, spices and seasonings.
-Grain foods including breakfast cereals, rice, macaroni products, crackers, flour, and prepared bread crumbs, croutons and stuffing.
-Bakery foods. These have a limited storage life of a few days or a week. Refrigerate those with custard or cream fillings or frosting. Store bread in a ventilated container.
-Shortenings including vegetable and compound shortenings and some lards.
-Avocados and bananas-use as soon as they reach desired ripeness. Let tomatoes ripen at room temperature until they are a full red color.
-Dry onions, hard-rind squashes, potatoes, sweet potatoes should be kept in cool storage (55° to 60° F.)

FOODS WHICH REQUIRE REFRIGERATION:

-Eggs, poultry, fish and shellfish and fresh, cured and smoked meat (including unopened canned meats labeled "perishable," usually weighing 1 1/2 pounds and over).
-Fresh vegetables and fully ripened fresh fruits (some exceptions are avocados, bananas and tomatoes, as listed above).
-Milk, cheese, cream.
-Opened canned foods-may be stored in can or jar, covered or sealed tightly to prevent drying out.
-Desserts with fruit, whipped cream and custard fillings.
-Cooked leftover foods, including sauces and gravies.
-Fats and oils-margarine, butter, some lards, oils (if oil turns cloudy, bring it to room temperature before using).
-Prepared foods with gelatin base.
-Unbaked or partially baked bread, rolls, English muffins and refrigerator-type dough for other bakery foods.

Exhibit 5-B

KEEPING FOOD SAFE

Bacteria do many things for us, like helping to give the flavor to cheese. But some kinds are also able to spoil food and cause illness.

How can you protect yourself?

- Refrigerate anything that can spoil.
- Keep nothing that can spoil at room temperature for more than 3 hours. Remember, food is at room temperature while it's on the table.
- Keep food covered whenever possible
- Be especially careful with anything that's chopped or cut fine. Creamed mixtures and meat, egg and macaroni salads spoil fast.
- When meat is discolored, it often is safe to eat. However, if chopped meat, eggs or seafood are smelly, discard them.
- Always wash hands before touching food. Infected sores on the hands are responsible for many instances of food poisoning. If you have an infection, have someone else prepare meals.

Exhibit 5-C

Lesson #6

IT'S YOUR CHOICE

The Goals

- Participate in one more successful cooking experience
- Cover any material not discussed in previous classes due to lack of time.
- Evaluate the class

The Tools

- Basic Equipment (see page 11)
- Additional equipment determined by menu planned by the class

The Lesson

Step 1. Distribute menu and recipes. Let class members select what they will prepare.

Step 2. Discuss any new techniques utilized in the recipes. Demonstrate, if necessary.

Step 3. Prepare the meal.

Step 4. Enjoy the meal.

Step 5. Clean the dishes and kitchen.

Step 6. Class discussion. Cover any material not previously discussed and/or answer any questions from class members.

Step 7. Distribute class evaluation forms (see Exhibit 6-A). Encourage the class to complete it.

EVALUATION

1. Which of the dishes prepared in class was your favorite?

2. What new cooking skills did you learn that you had never tried before?

3. All of our foods are divided into four main groups called the Daily Four. Name the four groups:

   1) 3)

   2) 4)

4. Did any of the information you received in class help in buying food at the grocery store? If so, how?

5. What was not prepared in the class that you would like to make?

6. How will you use the information from class in your apartment or at home?

7. Plan balanced and nutritious meals for one day.

   Breakfast Lunch Dinner

MAIN DISHES

Chicken and Rice

1 1/4 cups rice, uncooked
2 tablespoons chopped onion
1/2 teaspoon salt
1 stalk celery, chopped
2 cups water
1 can (10 3/4 oz) cream of mushroom soup
2 1/2 to 3 pound frying chicken, cut up
2 tablespoons margarine or butter, melted
1/2 teaspoon salt
1/2 teaspoon paprika
1/4 to 1/2 teaspoon poultry seasoning

1. Heat oven to 375 degrees.
2. In greased 13 x 9-inch pan, combine first six ingredients; mix well.
3. Arrange chicken on rice mixture skin side down; baste with melted butter or margarine.
4. Sprinkle with salt, paprika and poultry seasoning.
5. Bake, uncovered, for 1 hour or until chicken is tender. Serves 5 to 6.

Burritos

1 package flour tortillas (12)
1 can refried beans
1 can green chili salsa
grated cheese

1. Heat oven to 350 degrees.
2. Heat tortillas in foil in oven.
3. Heat refried beans.
4. Spoon beans into tortillas; fold in sides and roll tightly.
5. Bake 5 to 10 minutes.
6. Serve with green chili salsa and grated cheese. Serves 6.

Enchiladas El Paso

1 pound ground beef
2 cups (1 lb can) tomatoes
1 (6 oz) can tomato paste
1/2 cup water
1/2 cup chopped onion
1 tablespoon chili powder
1 1/4 teaspoon salt
1/4 teaspoon pepper
2 cups shredded cheddar cheese
1 package corn tortillas (12)

1. Brown ground beef in skillet.
2. Stir in tomatoes, tomato paste, water, chopped onion and seasonings.
3. Simmer 10 minutes.
4. Spread meat sauce and grated cheese on each tortilla, reserving some sauce for topping. Roll tightly.
5. Place in greased baking dish.
6. Top with remaining sauce and grated cheese.
7. Cover with aluminum foil; bake at 375 degrees for 20 to 25 minutes, or until cheese is bubbly. (Tortillas may be softened by dipping in hot fat or by wrapping in foil and warmed in oven.) Serves 6.

Cheese-Bread Fondue

5 slices bread
1/4 cup margarine
3 eggs, separated
1 cup milk
1/4 teaspoon salt
1/2 teaspoon prepared mustard
1/2 pound sharp cheddar cheese, grated (approximately 2 cups)
1 can cream of mushroom soup

1. Preheat oven to 375 degrees.
2. Lightly grease 1 1/2 quart casserole with margarine.
3. Trim crusts from the bread with knife.
4. Spread the bread slices with margarine; cut into cubes.
5. Place bread in casserole dish.
6. Beat the egg yolks until foamy. Add milk, salt, mustard and cheese; mix.
7. Beat egg whites until stiff; fold into the egg yolk mixture.
8. Pour over the bread.
9. Bake, uncovered, about 25 minutes or until the fondue is puffed and brown.
10. Serve with undiluted cream of mushroom soup which has been heated. Serves 6.

Baloney-O's

1/2 cup finely diced bologna
2 tablespoons mayonnaise
1 tablespoon pickle relish
1 8-ounce package refrigerated biscuits
melted butter or margarine
1 can cheese soup
1 tablespoon prepared mustard

1. Preheat oven to 400 degrees.
2. Combine bologna, mayonnaise and pickle relish.
3. Roll out each biscuit on floured surface into four-inch circles (or pat to desired size on floured waxed paper).
4. Spoon bologna mixture onto five biscuit circles.
5. Top with remaining five biscuit circles. Press edges together firmly with fork tines to seal.
6. Brush with butter or margarine; place on greased cookie sheet.
7. Bake 10 to 15 minutes or until brown.
8. Heat soup with the prepared mustard.
9. Serve cheese sauce over turnovers. Serves 5.

Broiled Beef Patties

1 pound lean ground beef
1/2 package onion soup mix

1. Mix ground beef and onion soup mix.
2. Shape into four patties.
3. Broil about 5 inches from heat for 8 to 10 minutes on each side.
4. Serve with catsup or mustard. Serves 4.

Stuffed Peppers

4 green peppers, cleaned and cut in half
1 pound ground beef
3/4 cup oatmeal
1 teaspoon salt
1/4 teaspoon pepper
1 tablespoon instant minced onion
1 egg, beaten
1/2 cup milk

Topping:

1/3 cup catsup
1 tablespoon firmly packed brown sugar
1 tablespoon prepared mustard

1. Heat oven to 350 degrees.
2. Heat 1 cup water and 1/2 teaspoon salt to boiling. Add peppers; cook 5 minutes and drain.
3. Mix remaining ingredients.
4. Stuff each pepper with meat mixture.
5. Place peppers in baking dish; spoon topping over each pepper half.
6. Cover and bake 45 minutes.
7. Uncover and bake 15 minutes longer. Serves 8.

Fish Loaf

1 tablespoon lemon juice
2 cups fish, flaked
1 cup medium white sauce
1/2 cup milk
1/2 teaspoon salt
1 egg, beaten
1/2 cup celery, chopped
1 cup bread or cracker crumbs

1. Add lemon juice to fish.
2. Add remaining ingredients and mix lightly, but well.
3. Shape into loaf; place in greased baking dish.
4. Bake at 350 degrees until brown and set, about 35 to 40 minutes.
5. Serve plain or topped with a cheese or cream sauce.

Individual Pizzas

1/2 pound ground beef
1 8-ounce can tomato sauce
1/4 teaspoon garlic salt
1/2 teaspoon oregano
1/4 teaspoon pepper
1/4 teaspoon dry mustard
1 teaspoon chili powder
1 teaspoon minced onion
1 can refrigerated biscuits (10)
1/2 cup grated cheddar cheese

1. Brown meat in skillet. Set aside.
2. Combine tomato sauce and seasonings in a saucepan. Bring to a boil; remove from heat.
3. Pat out biscuits 1/4-inch thick; place on ungreased cookie sheet.
4. Spread 1 teaspoon sauce on each circle; top with 1 tablespoon hamburger, grated cheese and 1 additional tablespoon sauce.
5. Bake at 400 degrees for 15 to 20 minutes or until cheese is bubbly and biscuit is brown. Makes 10 pizzas.

SOUPS

Potato Soup

4 medium potatoes
1 small onion
3 cups water
1 cup plus 2 tablespoons dry milk powder
2 tablespoons margarine or butter
1 teaspoon salt

1. Peel and dice potatoes and onion. Cover with water.
2. Cover tightly; cook until the potatoes are soft (about 15 minutes).
3. Crush the potatoes with a fork without draining them.
4. Mix dry milk with water and add to the potatoes.
5. Add margarine and salt. Heat and serve. Serves 6.

Variations: Add celery or celery salt, pimiento and green pepper, chopped parsley, small can clams, chopped leftover ham or sliced weiners.

Ranch Style Chili

1 pound ground beef
3 tablespoons flour
2 tablespoons instant minced onion
1 1/2 teaspoons chili powder
1/2 teaspoon cumin
1 teaspoon salt
1/2 teaspoon instant minced garlic
1/2 teaspoon sugar
1/2 teaspoon crushed red pepper
1/2 cup water
1 can (1 lb) tomatoes
1 can (15 oz) kidney beans

1. Brown ground beef in large skillet; drain excess fat.
2. Stir in remaining ingredients.
3. Bring to boil; reduce heat and simmer, covered, for 10 minutes. Stir frequently to prevent burning. Serves 4 to 6.

Lentil Chili Con Carne

1/2 pound ground beef
1 medium sized onion, chopped
1/2 green pepper, chopped
2 cups canned tomatoes
1 tablespoon chili powder
2 teaspoons salt
2 cups water
1 cup lentils

1. Brown ground beef in large skillet; drain excess fat.
2. Add chopped onion and green pepper to ground beef; cook for 5 minutes.
3. Stir in chili powder, salt, water and lentils.
4. Cover; cook slowly for 45 minutes or until lentils are tender. Serves 6.

Lentil Soup

1/4 cup oil
2 onions, chopped
1 large carrot, diced
1/2 teaspoon thyme
1/2 teaspoon marjoram leaves
1 cup dry lentils (wash before using)
salt to taste
2 tablespoons parsley flakes
1 can (1 lb) tomatoes
3 cups beef or chicken bouillon

1. Saute onions and carrot in oil for 3 to 5 minutes.
2. Add remaining ingredients. Cook in covered pot until lentils are tender about 45 minutes. Serves 6.

SALADS

Waldorf Salad

2 cups diced apples (not peeled)
1 tablespoon lemon juice
1/2 cup chopped celery
1/2 cup raisins
1/3 cup salad dressing

1. Sprinkle apples with lemon juice to keep them from discoloring.
2. Add remaining ingredients; mix well. Serves 6.

Creamy Cabbage Salad

1/2 medium head cabbage
1/2 cup sour cream
2 tablespoons sugar
2 tablespoons vinegar
1/2 teaspoon salt
dash pepper

1. Chill cabbage thoroughly.
2. Finely shred cabbage, measuring about 4 cups.
3. Combine remaining ingredients; pour over cabbage.
4. Mix lightly; sprinkle with paprika. Serves 6.

Creamy Cole Slaw

3 cups shredded cabbage
1 cup grated carrots
1/2 cup mayonnaise
1 tablespoon lemon juice
1 teaspoon sugar
salt and pepper

Optional ingredients:

1 teaspoon dill weed
1/2 cup chopped celery, chopped apples or pineapple chunks

1. Combine all ingredients and toss until coated with mayonnaise.
2. Chill until ready to serve. Serves 6.

VEGETABLES

Chinese Vegetables

1 1/2 cups sliced carrots
1 1/2 cups sliced celery
2 tablespoons cooking oil
1 teaspoon minced onion
1/2 cup sliced ripe olives
1 tablespoon butter or margarine

1. Wash carrots and celery. Slice diagonally.
2. Heat oil in skillet. Add carrots, celery and minced onion.
3. Cook 3 minutes, stirring constantly.
4. Add sliced ripe olives and butter or margarine; cook 5 minutes more. Serves 6.

Scalloped Corn

1 can whole kernel corn, undrained (2 1/2 cups)
3/4 cup milk
1 cup dry bread or cracker crumbs
3 tablespoons green pepper, chopped or pimiento (1 small jar)
1/2 small onion, chopped
salt and pepper
2 tablespoons butter or margarine

1. Combine corn and milk.
2. Add crumbs, green pepper or pimiento, onion and seasonings.
3. Pour into greased 1-quart casserole; dot with butter or margarine.
4. Bake at 350 degrees for 30 minutes. Serves 6.

DESSERTS

Easy One-Egg Cake

2 cups flour (sift before measuring)
1 1/2 teaspoons baking powder
3/4 teaspoon salt
1 cup sugar
1/3 cup butter or other shortening
1 cup minus 2 tablespoons milk
1 teaspoon vanilla
1 egg, unbeaten

1. Preheat oven to 375 degrees.
2. Measure flour, baking powder, salt and sugar into large sifter. Sift onto waxed paper.
3. Stir shortening just to soften in mixing bowl.
4. Add sifted dry ingredients.
5. Add 3/4 of the milk and mix until all flour is dampened. Beat 2 minutes, scraping bowl and spoon often.
6. Add remaining milk, vanilla and egg; beat 1 minute longer.
7. Pour into greased 8 x 8-inch pan.
8. Bake for 30 minutes or until done.

Mock Pecan Pie

1/4 cup margarine
1/2 cup sugar
1/2 teaspoon cinnamon
1/4 teaspoon cloves
1/4 teaspoon salt
1 cup dark corn syrup
3 eggs
1 cup quick-cooking oatmeal
1 unbaked 9-inch pie shell

1. Preheat oven to 350 degrees.
2. Combine margarine and sugar; beat well.
3. Add cinnamon, cloves and salt.
4. Stir in syrup.
5. Add eggs one at a time, beating after each one until well blended.
6. Stir in oatmeal.
7. Pour into pie shell.
8. Bake for 1 hour or until knife inserted in center of pie comes out clean. Serves 6.

Apple Crisp

6 cups peeled, sliced apples
1 tablespoon lemon juice
1 tablespoon water
3/4 cup brown sugar, firmly packed or 3/4 cup white sugar
1/2 cup flour
1/4 cup quick-cooking oatmeal
1/3 cup soft margarine
1 teaspoon cinnamon

1. Preheat oven to 375 degrees. Spread apples in an 8-inch square baking pan.
2. Sprinkle with lemon juice and water.
3. Stir together brown sugar, flour, oatmeal, margarine and cinnamon; sprinkle this mixture evenly over the apples.
4. Bake 40 to 45 minutes.
5. Serve warm or cold with cream or milk. Serves 6.

Chocolate Fudge Pudding

1 1/2 cups biscuit mix
1/2 cup sugar
2 tablespoons cocoa
3/4 cup chopped nuts, if desired
1/2 cup milk
1 teaspoon vanilla

Topping:
3/4 cup brown sugar
1/4 cup cocoa
1 3/4 cups boiling water

1. Stir biscuit mix, sugar, cocoa and nuts together.
2. Add milk and vanilla; mix well.
3. Spread in 8-inch square pan.
4. Combine brown sugar and cocoa.
5. Sprinkle over batter in pan.
6. Pour boiling water over all. Do not stir.
7. Bake at 350 degrees for 45 to 50 minutes.

Peanut Butter Bars

1/4 cup sugar
3/4 cup corn syrup
1 cup peanut butter
5 cups unsugared ready-to-eat cereal

1. Mix together sugar and corn syrup; bring to a boil.
2. Stir in peanut butter.
3. Remove from heat; add cereal.
4. Spread in greased 9-inch pan.
5. Chill.
6. Cut into bars.

Quick Pie Crust*

1/4 cup hot tap water (water must be very hot)
1/2 cup cooking oil
2 cups unsifted flour
1 teaspoon salt

1. Add oil to hot water.
2. Add oil mixture, all at once, to flour and salt mixture.
3. Stir briefly with fork. Then mix with hands until pastry holds together.
4. Divide into two portions. Roll out each portion between sheets of waxed paper to circles 2 inches larger than pie plate used.
5. Remove top sheet of paper; lay crust in pie pan, dough side down. Peel off waxed paper.
6. Repeat for second crust; lay on top of filled pie.
7. Cut air holes in crust; flute edges.

*Note: This recipe is for a 2-crust pie. If making a one-crust pie, the extra crust can be put into another pie plate. Flute the edges and prick the bottom with a fork. Bake at 400 degrees for 10 to 12 minutes and fill with a cream filling. Or, use for a one-crust pie that is filled before it is baked.

Peanut Butter Brownies

3 large eggs
1 1/4 cups sugar
1/2 cup plus 2 tablespoons brown sugar, firmly packed
1/2 cup peanut butter
1/4 cup shortening
1 1/2 teaspoons vanilla
2 cups unsifted flour
2 1/4 teaspoons baking powder
3/4 teaspoon salt
chocolate frosting or 1 cup chocolate or butterscotch baking chips (see instructions)

1. Combine eggs, sugar, brown sugar, peanut butter, shortening and vanilla. Beat at medium speed until thoroughly mixed.
2. Sift together dry ingredients; gradually add to peanut butter mixture. Mix until blended.
3. Spread batter in 9 x 13-inch pan.
4. Bake in 350 degree oven for about 30 minutes or until wooden pick inserted in center comes out clean.
5. Let cool in pan. Ice with favorite chocolate frosting. (For a simple frosting, sprinkle with 1 cup chococlate or butterscotch baking chips while hot. Wait for about 5 minutes and spread softened chips over the brownies.)

BREADS

Parmesan Toast

1 loaf Italian bread
Butter or margarine
Grated Parmesan cheese

1. Slice bread into 1/2-inch slices.
2. Place on cookie sheet; and spread with butter and sprinkle with grated Parmesan cheese.
3. Brown under broiler.

Bran Muffins

1 cup boiling water
1 cup 100% Bran
1/2 cup margarine
1 1/4 cups sugar
2 eggs, beaten
2 cups buttermilk
2 cups Bran Buds
3 cups flour
1 teaspoon salt
2 1/2 teaspoons soda
Raisins (optional)

1. Preheat oven to 400 degrees.
2. Pour boiling water over 100% Bran.
3. In separate bowl, combine margarine, sugar and eggs; beat well.
4. Gradually beat in buttermilk. Add Bran Buds and 100% Bran.
5. Mix flour, salt and soda; stir into batter.
6. Add raisins, if desired.
7. Spoon into greased muffin tins.
8. Bake 12 to 15 minutes. Makes 36. (Batter can be stored for as long as a month in an air-tight container in the refrigerator.)